

OUR EDUCATIONAL PAGE

Devoted to the Interests of the Schools,
the Teachers and Children of Virginia.

EDUCATION AND TRAINING; HOW TO GET BEST RESULTS

By DAVID L. PULLIAM, Manchester, Va.

Taking up the consideration of the subject of education and training discussed in my article appearing in the first issue of this department of your paper, I propose emphasizing the kind of education and training which that paper was prepared to introduce. This cannot be done in a better way nor with a stronger appeal to the reason and practical bent of our people than by briefly describing and presenting the salient features of the educational system of Germany. I have selected this system because it fully emphasizes and strongly enforces the peculiar elements and characteristics of the training and instruction that I am seeking to impress upon your minds and to urge you to adopt and make real in the lives of our children. This system, which has proved eminently successful in Germany.

In the Prussian school system the child, up to a certain age, is taught in order to afford him a sound and broad basis of intelligence, culture and enlightenment. When this point is reached and the foundation is secured, the pupil is trained for some specific duty, work or profession. These important matters are not left to chance or haphazard, but are carefully and wisely designed and effectuated. The educators of that country, now so powerful and influential, years ago used their reason and practical sagacity, and on the broadest principles of policy and wisdom have built a system of industrial training and skilled labor, side by side with the cultural and ornamental agencies of education, which, for the last two decades, has revolutionized the industrial conditions of that country and placed the German people in the very forefront of manufacturing, mechanical and industrial skill and prosperity. This has been accomplished by giving the enlightened boy and girl a special trade, a carefully directed and finished skill, an aptitude of hand, a capacity for work, a wonderful alertness and finish in handling tools, and a keen, inventive and original mind. This initiative, a facile use and employment of machinery, independent effort, and a marvelous increase in the multi-form and variant development and manufacture of things used in the present age among the enlightened and civilized people of all countries. These trained and skilled workers have made Germany one of the most potent and aggressive manufacturing nations of modern times, and have reared her into a Colossus, who stands in the path of America's future prosperity and destiny, the most puissant rival of our wonderful country.

Has all this been done? By the practical and efficient educational system of that great empire, which teaches the pupil something practical, and trains and equips him to do some specific work, thus fitting him to be a worker instead of a parasite. This is the whole secret, and it will demonstrate that it is, by a succinct exposition of its school course and training.

These citations may be taken as motives of Germany's educational outlook. In Germany there are so many special schools that a laborer's education is as clearly defined as a university man's.

"German progress in art, science and industry is made the centre of all teaching."

The German system up to 1890 had been mainly along old lines. There had been a growing demand for a change in the system. The claim of the men who led this movement was, that Germany was behind in the practical, industrial and technical in the practical training of the pupil for the actual duties and work of life.

There was a marvelous growth in Germany that was just then receiving wide attention, and this growth, manifestly, was the result of new industrial, manufacturing and commercial conditions and enterprises. These conditions and these incentives did not originate in the schools, or with educators; but grew out of the practical needs and demands for educated and skilled workers in the various and sundry trades, crafts, manufactures and businesses which resulted from this wonderful activity. The movement was taken up by the educationists, and headed by the Emperor, and they held a great conference, and began

HAVE PRACTICAL TALKS IN THE PUBLIC SCHOOLS

Editor of The Times-Dispatch:

Sir,—Without presuming to advance any very original or great educational theories a plain business man desires to offer a suggestion to the public school teachers of the State. It is doubtful if any of the teachers would suspect that the average business man would be interested in your educational page, and yet it is not improbable that this particular page of your paper is more widely read by business men than by teachers themselves. There was a verse of poetry which once went the rounds of the press, reading something like this: "Many years were spent at college, filling up his head with knowledge; Learning Hebrew, Latin and Greek; Growing wiser week by week; How his daily bread to earn! And now the time he does employ Hunting up a job, poor boy!"

Most of us have seen many examples of such a case, but owing to the newness of the subject of our colleges such cases are getting fewer each year. The great majority of the young men and women never enter college, but go direct from the public school into the field of industrial activities. To be suddenly thrown into the cold business world, whose law is "the survival of the fittest" is enough to stagger the inexperienced, and it is to be regretted that our young people are compelled to enter such a sphere with such little preparation.

Of course we should not expect the impossible from our public schools, but they are the most important branch of our educational system and deserve our greatest consideration. They have great problems which cannot be solved all at once, but reach the greatest element of usefulness we can but progress slowly and step by step.

The object of this communication is to recommend to the public school teachers a plan which might tend to increase in their institutions and at the same time acquaint their pupils with the practical business world. In most every town of any size we have intelligent business men,

merchants, lawyers and bankers, who could be induced by the teachers to give their pupils very beneficial talks on business subjects. A young wide-awake merchant likes to talk about his business and there is much to be learned from him especially to the young man who may become a merchant. He can discuss the merits of the various methods of doing business, and would enjoy doing it as well as the cashier or teller of a bank would enjoy talking about the uses of money and the practice of banking. If the public schools would devote an hour every Friday in listening to talks upon these and other subjects there is no estimating the benefit that might be derived.

How few people know even a little about the workings of the Postoffice Department and the postal rules and regulations. Would it not be a good thing to have a postmaster visit the public school for the purpose of telling the pupils about the postal laws, rates and advantages? To the average individual a bank is a mysterious place, where money is paid out and received. The education that a people most need is an education that gives them a thorough knowledge and understanding of the things that immediately surround them, because these things concern their welfare and happiness. If we but realized how little we really do know, the realization would be a great shock to us, but the shock would do us good.

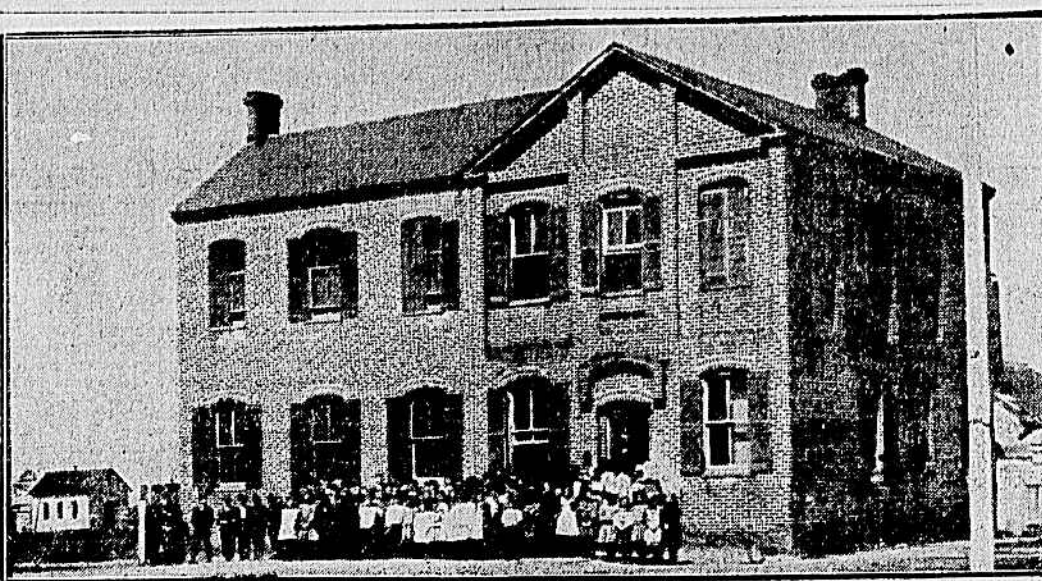
An apology is perhaps due for these crude suggestions, but it is hoped that a more skilled hand will mould them into a feasible shape.

A distinguished business man of Richmond once remarked upon the number of different chairs that colleges were now creating, saying that he thought it would be an excellent thing for every institution of learning to have a chair of courtesy.

Let us hope that the day is not far distant when the young men and women leaving the schools will carry with them an education ready for immediate use and a courtesy which will polish the rough spheres into which they enter.

April 19, 1906. L. M. W.

The Schools of Cape Charles Have Made Good Progress



The Present Cape Charles School and the One It Replaced.

At 7:30 o'clock, on the evening of July 12, 1902, the trustees of the School District No. 4, in the county of Northampton convened in formal and initial session, electing as their president, Charles A. McKinney, and the writer, their clerk; the third trustee was J. Thomas Whitlington.

This meeting was called to carry into effect an ordinance, of then recent date, whereby under and by virtue of the statute in and for such instances enacted the town of Cape Charles was declared by its Council a separate school district.

In this evolution of local educational affairs, our infant district became the property of the value of some three hundred dollars, consisting of a lot of land considerably removed from the center of population, and a small, ineffectively and rudely furnished frame building, of which a photograph is herewith presented.

So imperfect and primitive were the facilities thus afforded, and so utterly uninviting within, it is scarcely to be wondered at that few, if any, of those who for the first two years thereafter attended this embryo "Pioneer of Knowledge," could have passed an examination for advancement to our present eighth grade. There was then, however, as has been ever since, something about the atmosphere of Cape Charles which regarded with righteous scorn the suggestion of contentment with anything secondary; and so, when the agitation for improved and increased educational facilities was launched, the dissenting and discordant voices might conceivably have been enumerated on the fingers of a single hand, and proceeded from sources so habitually and reliably from sources and emity with the spirit of progress in anything and everything, there was no impediment in the movement to borrow a thousand dollars and erect as well as equip an eighteen hundred or two thousand dollar plant, which, by the way, at that time was ample for our necessities, for, how long ago were we now enabled to maintain a faculty of two teachers. Thenceforward, public education in Cape Charles was for the most part, and for most of the time in the van of progress which marked and characterized public affairs generally in and

about the town, until the session of 1900-1901, when, under the direction of William Elmore Dickinson, now professor of electrical engineering in the University of Virginia, the school was graded after the most modern and approved standard, and a full high school course installed. Meanwhile the building, as above stated, had been enlarged to its present proportions, as shown in the photograph appearing also herewith, and while unable to accommodate more than four teachers, we have prosecuted continuously since 1900-1901, thoroughly modern and efficient high school work.

From an admirable article proceeding from the pen of my friend, C. G. Joyner, of Accomac, appearing in a recent issue of The Times-Dispatch, it is stated that Oronoke graduated the first high school class on the Eastern Shore of Virginia.

There is not a more scrupulous and trustworthy gentleman in the universe than Goodwin Joyner, and when he commits an error, which is seldom, indeed, be sure it is innocently, never wantonly, committed. But both the first and second high school classes that were graduated from a public free school on the Eastern Shore of Virginia received their diplomas from the Cape Charles school, and so as to this distinction, Mr. Joyner is emphatically in error. At the close of the session of 1900-1901, Luther Palmer and Miss Nellie Warren, were graduated, as were also Misses Jessie

Savage and Grace Milligan, at the session of 1901-1902.

From the date of separation from her parent district, Cape Charles has exhibited commendable interest in educational matters, but has all too modestly and systematically refrained from exploiting her achievements in this behalf; thus we are left in the absence of information to pre-eminence as to the graduation of high school pupils.

The amount annually expended for school purposes in this district is roundly about \$2,000, and our schools, including that for colored pupils, a picture of what may be seen in the distance, and to the left of the high school building, are open eight months in the year. For reasons which we were unable either to prevent or foresee, a bill enabling us to borrow ten thousand dollars if necessary for the construction and equipment of a new school building, reached the Legislature of 1906, too late for consideration; we are, therefore, unfortunately postponed in this project for two years; but nowhere in Virginia is the spirit of education more vigorous and active than here, and those of our sister towns who esteem themselves Athenian in letters and intellectual attainments are cordially admonished to look well to their laurels. Cape Charles vies with the most progressive of them in her zeal for culture and higher education.

JOHN T. DANIEL.

**BETTER SALARIES,
BETTER TEACHERS**

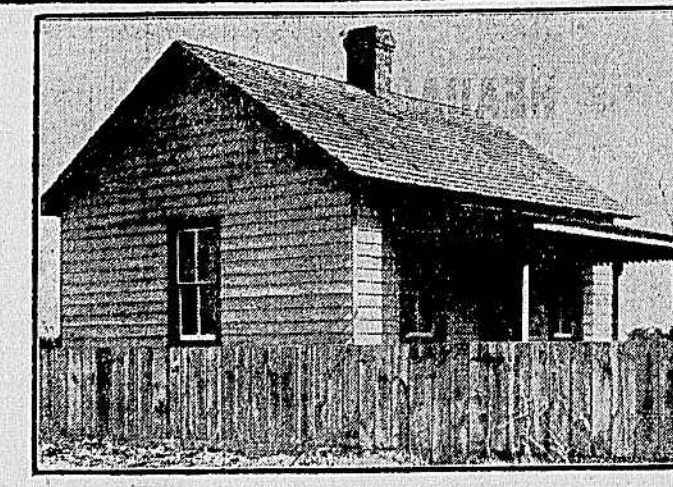
Editor of The Times-Dispatch: Sir,—I am in the sentiment expressed by Professor Mosely in The Times-Dispatch of March 4th. I am constrained to believe that, if the teachers of Virginia were to express their most serious thoughts for publication in this paper, the educational department would be crowded every issue with articles on this subject. This question is paramount. Very little will result from the discussion of "Normal School," "Manual Training," "High School," or other subjects while this one confronts teachers as it does. There can be no great improvement in our public schools until the primary teachers are paid better for their work.

The foundation is and ever must be the primary school. Then, if the system is to be improved, the basis, first of all, should receive attention. What is the use of talk of "higher qualifications, better teachers," etc., until a salary is offered that will induce persons possessing ability and high qualifications to enter and remain in the profession?

After the writer had discussed the subject of consolidation of rural schools before a teachers' association in Columbus, Ga., the school commissioner remarked that consolidated schools would cost less than the present system of small schools. A brilliant young man at once replied that it would cost more, but that it would pay to do it. He said, "I need not expect to be improved by 'making a living' out of it. I am true here as in Georgia. Young men attend normal colleges, expecting to make teaching a life work. They go out with great enthusiasm to enter upon the duties of teacher, but the stern promotion of 'making a living' out of it, and in view of the meagre salary they receive, their ardour rapidly cools, and they leave their places to be filled by less competent and less ambitious persons."

Many are expected to attend schools of methods, buy literature, and "keep up" on a salary scarcely sufficient for living in a very economical way. Living expenses are much higher than formerly, and the poor teacher's salary crawls up very slowly. A friend, a graduate of William and Mary College, said to me: "I expect to quit teaching if I can't make a decent living in it." When enough money has been invested in the common school teacher's salary to make a "decent living," higher qualifications and other subjects may with propriety be considered.

C. M. FARMER, Principal Smithfield Graded School, Smithfield, Va.



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FOURTH ANNUAL CONFERENCE OF THE SEVENTH DISTRICT

The fourth annual educational conference of the Seventh Congressional District was held at Harrisonburg on April 6th and 6th of last week. The meetings took place in the assembly hall of the magnificent county courthouse and were presided over by Professor Ormond Stone, of the University of Virginia. The occasion was one of great interest and while the audiences were not large, the zeal and earnestness displayed were highly gratifying. Rockingham county is one of the choicest gems of the Valley, and its public schools, under the wise supervision of Superintendent George H. Hulvey, are noted throughout the State for their rare excellence. Hence both the place of meeting and the spirit pervading it were strongly conducive to excellent results.

In choice, cordial words, Mayor Rahn welcomed the visitors to Harrisonburg. Responding, Chairman Stone outlined briefly the object of the gathering, touched upon the fine educational spirit now sweeping the State, noted recent legislation affecting the schools, and closed with a beautiful tribute to the memory of the late Captain C. B. Vayter. The following programme was then taken up, and with one or two minor variations, carried out to the letter:

THURSDAY.
Education in Utah, Dr. James Lewis Howe, of W. and L. U.
Education Our Heritage, Inspector C. G. Maphis, Charlottesville.
A Public Education Day in Virginia, Principal J. D. Harrison, Strasburg.
The Taxpayer and the Public School, Supt. Jos. W. Everett, of Albemarle county.

The Rural School and the Teacher, Dr. Robt. Frazer, of Southern Education Board.
Reaching Children How to Study, Dr. Bruce R. Payne, of University of Virginia.

Agriculture in the Primary Schools, Prof. Andrew M. Soule, of Virginia Ex. Station.
FRIDAY.
School Attendance, Rev. Robt. White, of Stauntonville.

Reading, Inspector Willis A. Jenkins, of Newport News.
English Literature in Public Schools, Prof. J. W. Wayland, Bridgewater College.
School Buildings, Dr. W. A. Heck, of University of Virginia.

Plan for Effective Teaching, Prof. W. H. Foster, of Harrisonburg.
Observations of a Trustee, Mr. Geo. C. Round, of Manassas.
Educational Grit, Dr. Alex. B. Coffey, of William and Mary College.
Local Taxation, Dr. F. V. N. Painter, of Randolph College.

Economy in Education, Dr. J. F. Messenger, State Female Normal School.

A glance at the programme will show the wide scope covered by the conference. The interests, not only of the educational system at large, but of its individual officers, pupils, patrons and friends, were ably discussed. Practical men handled practical subjects. There were no "long-winded" orations. Short incisive "talks" were characteristic of the meeting, and that its one great object—the actual betterment of the schools—was accomplished there can be no doubt.

One of the most interesting and profitable features of the conference was the "open forum." Subjects not covered by the programme, but of vital interest to the schools, were discussed informally by laymen and speakers whose opinions differed. "The class of wife" was a subject of debate. The speakers, however, were not to reach the root of things, and evil was found to apply vigorous and practical remedies. Reports of various organizations were called for and the replies of trustees, superintendents and other officials, were received with much interest. Incidentally, during one of the "open sessions," the Farnville Normal School came in for full and frank discussion. Many tributes were paid to its excellent work. It was the consensus of opinion, however, that four such schools instead of one were needed and imperatively needed in the State.

Touching the needs of the public school system the Harrisonburg conference was a most successful one. It brought in close and helpful communion not only the teachers and laymen of the Seventh Congressional District, but also many school officers and educational leaders from all over Virginia. Every phase of the school system was represented. The best counsel from the most experienced sources was free to all. A fine sense of brotherhood and of mutual helpfulness was present everywhere. Troubles and successes were discussed, new theories were advanced, better methods were suggested, old friendships were cemented and new ones begun—in short the whole tendency of the gathering was one of strong, wholesome and inspiring uplift. For untold ingenuity would it be for Virginia, and especially for her vital educational interests, if such meetings could be held throughout the length and breadth of her borders.

The success of the conference was in large measure due to the untiring efforts of Chairman Stone, ably assisted by the county superintendents of the Seventh District, seven of whom were present.

**Moral Culture One Object
of School-Training**

The chief end of education is development, intellectual, moral and physical. Education is not a pouring-in process in which the pupil's mind, like an empty vessel, is a mere passive receiver. Our word "education" comes from the Latin word "educere," meaning "to lead or draw out." It does not mean to cram the child's mind with knowledge and heap it with facts without at the same time drawing out and cultivating his mental powers so as to enable him to use those physical developments. "In nature," his mind is a blank, and in "nurture" with God and man. It is moral development was such that every one trusted him when a boy—a most beautiful example to place before the pupils in our schools to-day—and God's smile of approval. I am sure we have the best plan for a complete education that has ever been laid down. Jesus increased in wisdom, not simply knowledge, but also the power to use that knowledge, the two together meaning wisdom—this constituted his intellectual development. 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